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LIBRARY / IT MERGERS
IN OHIO'S PUBLIC TWO-YEAR COLLEGES:
AN EXPLORATORY STUDY

A thesis submitted in partial fulfillment
of the requirements for the degree of
Educational Specialist

By

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2007
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WRIGHT STATE UNIVERSITY
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November 20, 2007

I HEREBY RECOMMEND THAT THE THESIS PREPARED
UNDER MY SUPERVISION BY Douglas Kaylor ENTITLED
Library IT Mergers in Ohio's Public Two-Year
Colleges: An Exploratory Study BE ACCEPTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
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ABSTRACT

Kaylor, Douglas. Ed.S., Department of Educational Leadership, College of Education and Human Services, Wright State University, 2007. Library / IT Mergers in Ohio's Public Two-Year Community Colleges: An Exploratory Study.

Ohio's public two-year community colleges were surveyed to determine how many have merged their libraries and information technology operations. A merger scale developed by Bolin was used as a measure of degree of merger. Results of telephone interviews with librarians at fifteen institutions showed that less than 25% of the subject colleges had some form of merged operation. This figure was similar to reports in the literature. Those Ohio colleges reporting merged operations were all large or very large institutions. This finding did not fit with the literature, which associated merged operations with small institutions. Librarians were also asked about faculty status of librarians and academic characteristics of library operations. Thirteen colleges reported to an academic administrator, but two of three merged institutions reported to a non-academic administrator. Based on these findings, recommendations were made for further research.

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CHAPTER 1

INTRODUCTION TO THE STUDY

General Background

For more than a generation, librarians have struggled to adapt to the proliferation of new information technologies that have changed higher education, scholarly publishing, and people's information seeking behaviors. How well librarians meet these challenges will determine the future of the library as an institution and librarianship as a profession. Mech (1996) wrote that "unless librarians lead and change the day-to-day reality of how our profession is defined and practiced, our skills will be obsolete, and our future contributions to the academic enterprise marginalized" (p. 345).

The question, however, of what such a revised definition should include remains subject to debate. The information literacy movement has its critics (Wilder, 2005), as does the longstanding debate over faculty status for librarians (Cronin, 2001). There have been reports of college administrators removing most of the books from an undergraduate library to provide more space for computers (Mangan, 2005). Another possible solution to the challenge of how libraries should change can be found in the library and information technology literature that describes and advocates merging library and computer center (IT) operations. It is this last potential solution that formed the basis of this thesis.

Many authors (Hirshon, 1998; Hardesty, 2000; Neff, 2000; Ferguson, Spencer, & Metz, 2004; Renaud, 2006) have written about the potential benefits of bringing together

library and IT operations in a merged administrative structure. They have reported on mergers in a number of well known institutions; Columbia, Dickinson, Lehigh, Kenyon, and Wheaton, for example, have been identified with this movement.

Opposition to library-IT mergers has come from both library and IT personnel and often is related to loss of control or organizational culture differences (Dougherty & McClure, 1997; Hardesty, 1998; Lavagnino, 1999; Cain, 2003; Renaud, 2006). Reports also exist that indicate that, despite the rhetoric, the number of merged organizations is relatively small (Barber, 2004; Moore, 2006; Renaud, 2006).

Although Hirshon (1998) and others have described different levels of integration within merged organizations and on occasion problems have been reported (Wagner, 2000), there is often a sense of the “inevitable” in the writings of advocates (Ferguson & Metz, 2003). Bolin (2005) characterized this pro-merger literature as projecting a sense of “fait accompli” (p. 5). To test this rhetoric, she conducted a census of the fifty land grant institutions in the United States to determine whether mergers had taken place within this well-defined and highly visible higher education sector.

Bolin’s research findings appeared to refute the assertion that merging library and IT organizations reflected a wide-spread movement within higher education. In her analysis of results, Bolin classified the degree of merger between libraries and computer centers according to a taxonomy she developed. She reported that the traditional structure of administratively separate library and computer organizations strongly predominated within the study group, which consisted of large, public universities. Citing Mech (2000), Bolin suggested in her discussion of results that the size of the higher education institution could be a contributing factor, and that smaller colleges might be more likely

to merge their library and IT operations. When Bolin reported her findings, she identified a need for replicating her research with institutions beyond the large land grant universities.

Significance of the Study

Two-year colleges provide a significant portion of higher education in the United States. There are 1195 two-year colleges listed in the directory of the American Association of Community Colleges (2007). In Ohio, approximately one-third of undergraduate students are enrolled in this type of institution. In addition, this sector offers a particularly interesting focal point for replicating and expanding upon Bolin's research. It is relatively young as a higher education sector, displays more institutional variety when compared to the land-grant universities, and is proudly innovative in its mission.

The disparity between rhetoric and reality has important implications for how people perceive the library, how college administrators make decisions regarding its ongoing support, and how effectively the library fulfills its role on campus. Eckman (2004) noted that presidents today are more likely to become involved in decisions as the value of the decision increases. With the higher costs of information technology infrastructure, library research databases, and consortia agreements, it is more likely that presidents and provosts will make library-related decisions that are organizational and institution-wide in impact. Bazillion (2001) wrote about how obsolescent buildings coupled with technological changes had already attracted the attention of senior administrators and caused them to take a new look at the mission of the library:

To design and build a library these days is in fact to re-think the entire educational mission, at least in part with the aim of integrating new technologies that allow digital resources to supplement and expand the library's traditional print holdings. (p. 51)

With multimillion dollar investments raising the stakes, it is critical for senior administrators to have accurate information. If they base their decisions on an assumption or belief that the trend in higher education is to merge organizations when the facts do not support that assertion, then their decisions may be a bad ones for all concerned: students, faculty, IT departments, and libraries.

One goal of this study, therefore, was to separate reality from rhetoric. The question of whether mergers were inevitable, a fait accompli, or ubiquitous was uncertain. However, the potential for decisions made by senior administrators to have major impacts on organizations was not. The first step in resolving the question was to gather accurate data for further analysis. This study was therefore designed to be exploratory in nature. It did not begin with a hypothesis to be proved or disproved; rather, it aimed to describe what actually existed at an identifiable point in time.

Research Question

The primary objective of this study was to determine if any of Ohio's public two-year colleges have merged or are in the process of merging their library / learning resources centers and IT organizations, describe the form of such merger according to an modified version of Bolin's taxonomy (2005), and determine if the organizational form varies according to the size of the institution or academic characteristics of the library. Specific questions include:

Research Question 1: What degree of merger or integration of the library and computer center operations has occurred in terms of Bolin's taxonomy?

Research Question 2: What influence does the size of the institution have on the level of merged or unmerged organization structure?

Research Question 3: What are the library characteristics that match an academic unit and are they different in different types of merged-unmerged organizations?

Research Question 4: What organizational changes have taken place in the last three years?

Research Question 5: What organizational changes are anticipated by the survey population in the next three years?

Research Question 6: What difference, if any, exists in survey results between stand-alone and co-located campuses.

Definition of Terms

The following acronyms and specialized terminology were used in preparing this paper.

ALA – Acronym for American Library Association. The largest professional association in the United States for libraries and librarians from all types of libraries: public, school, special, and academic.

ACRL – Acronym for the Association of College and Research Libraries, a division of the American Library Association

AAUP – Acronym for the American Association of University Professors.

Chief Academic Officer – executive position responsible for the instructional programs of a college, often called the provost or vice president for instruction, occasionally the dean of a college.

Chief Administrative Officer – often the president of the college, occasionally the executive position responsible for the fiscal operations and facilities of a college.

Chief Information Officer – an executive position responsible for the management and coordination of information resources on a campus, usually including direct authority for the computer center.

Co-Located Campus – A college campus shared by two institutions, usually a technical college and a branch campus of a university. Each institution has its own mission and policies (Legislative Office, 1993).

EDUCAUSE – A nonprofit membership organization promoting higher education's use of information technology. It was formed by the merger of CAUSE and Educom. CAUSE originally focused on administrative computing. Educom was founded to share information and resource among institutions.

FTE – Full time equivalent. A measure of the number of credit hours taken by a college student. In Ohio, FTE is a calculation based on the number of students taking 30 semester hours or 45 quarter hours per academic year.

Independent public two-year college – an accredited institution of higher education in Ohio with its own governing board, offering certificate and associate degree programs, and funded by state and local governments.

IT – an abbreviation for information technology, generally referring to computer center departments and operations.

Learning Resources Center – an organization that incorporates the library with one or more of the following campus units: learning assistance center, audio and video learning laboratories, center for distribution of audiovisual equipment, centers for tutorial services, graphic and photographic reproduction, and video production, computer-assisted-instruction terminals, and career centers (Cohen & Brawer, 2003).

Merged Organization - one in which significant aspects of both the computing and library operations report to the same administrative officer. A merged organization can take different forms; it can be highly integrated with library and technology staff working in a single administrative unit, or it can be separate library and IT units reporting to a common administrator such as a chief information officer (CIO).

OhioLINK – A consortium comprised of Ohio’s public universities, public two-year colleges, and non-profit private colleges and universities operating under the auspices of the Ohio Board of Regents.

Organizational Structure – defines how work responsibilities are assigned and the way in which units, departments, and divisions are organized to get work done.

Organizational Processes – provides context for how people accomplish their work within the established structure.

Assumptions

The organizational decisions made at an independent college will reflect the decisions of that institution’s administration and trustees on what is in the best interests of its stakeholders. They will not necessarily be applicable to any other institution. Thus, although Ohio’s independent two-year colleges (community colleges, state community colleges, and technical colleges) share common performance standards defined in Ohio

Revised Code 3333.20, a common library computer network in OhioLINK, common funding formula from the Board of Regents, and common network infrastructure through the Ohio Supercomputer Center, they operate under the governance of independent boards of trustees and will organize in a manner that benefits the individual organization and meets the needs of the particular community being served.

If an institution has more than one campus or other off-site library, the presence of a merged library / IT operation at one campus demonstrates the college administration's willingness to accept non-traditional organizational structures. The institution, therefore, will be identified as a merged institution even if another campus has a more traditional structure.

Because the perspective of the study is that of the library, library deans or directors best represent the unit under study and will be able to answer the survey questions accurately and honestly.

Libraries and learning resources center are functionally the same type of organization today, offering print, media, and electronic resources. The terms can be used interchangeably (American Association of Community Colleges, 2002).

Limitations

Results of the study were exploratory and descriptive rather than relational or experimental. The size of the population under study proved too small at fifteen independent institutions to conduct significant statistical analysis or comparison with the results of Bolin's original study. Data collected provided a description of existing practice rather than an explanation of why such practices were effective or ineffective.

University branch campuses were not included in this study since they did not operate with administrative independence. They are instead subordinate units of a larger administrative organization, the parent university. Therefore, the decisions made about their organization and operations may not reflect the point of view or needs of the branch or immediate community the branch serves, but rather the university system's central administration.

Libraries that were administratively subordinate to university partners on co-located campuses were not independent and were disqualified from the study. Libraries at co-located campuses may possess the characteristics of the independent college if they report to the two-year college administration or characteristics of a branch campus if they report to the university. If the library or librarian reports to the university and is subject to rules and guidelines similar to branch campuses, then they do not exercise independence.

This study represents the point of view of the library director. Other administrators at the institutions under study were likely to possess different information and have different perspectives.

Overview

This thesis reports on the results of a study regarding the organizational relationships that exist between library and IT departments in Ohio's two-year colleges. In chapter one, the overall context of the problem was established, the research questions identified, and the scope of treatment defined.

Chapter two provides a broad review of the literature that helps establish a context for interpreting data collected during the study. Topics covered in the literature review include organizations and change, libraries and library automation, the place of the

libraries in the college organization, how college libraries have responded to changes in technology, and issues related to staff, organizational cultures, and leadership.

Chapter three describes the methodology of the study. It identifies the target population, the source of questions for the questionnaire, and the rationale for the research design. Chapter four presents the results of the survey interviews. Data are presented in the context of each research question. Finally, chapter five provides a summary of the thesis, a discussion of the results, and recommendations for future studies. The conclusions of the study include an interpretation of results.

CHAPTER 2

LITERATURE REVIEW

Introduction

This review reports on literature from several knowledge domains to set a context in which to consider the literature related to library-IT mergers. It begins with a brief introduction to the role of organizational structure and process especially in the context of organizations adapting to change. This is followed by a summary of the evolving place of the library or learning resources center in the campus organizational structure. It traces the evolution of the library as an academic resource and the role of the librarian in relation to the faculty. It then describes the literature dealing with the impact of new information technologies on libraries and higher education, and how libraries have responded. It identifies relevant literature covering library / IT mergers and the evolution of the chief information officer (CIO) as a possible response to technological change. Finally the review concludes with a survey of cultural issues related to librarians and technologists.

Organizational Structure and Processes

How institutions organize is important to their operations, efficiency, and success. Neal and McClure (2003) explained that organizational structures define relationships and roles. How plans and decisions are made, what resources are allocated, who does what, and how power is delegated to subordinates are all issues determined by organizational structure. They write that, "Individuals and groups of people carry out

roles and work together to achieve shared objectives within a formal social structure and with established processes. This is the basic definition of an organization” (p. 29).

Creth (2000) wrote about a distinction between organizational structure and process, and discussed how organizations respond to change. She noted that as an organization grows in size, it becomes more formal and layered. The organizational structure divides the organization into a hierarchy of departments, divisions, and similar units and defines the roles and duties of personnel. Importantly, formal, hierarchical structures that functioned well in times of stable markets and evolutionary change became an impediment to effective operations in the rapid changes of the information technology revolution in the 1990s.

Process on the other hand, provides the “context for how people accomplish their work within the established structure” (Creth, 2000, p. 33). It refers to how people work together, communicate, and relate to each other to accomplish a goal or complete an activity. Employees working together in teams, councils, committees, task forces, and similar entities that seldom appear on organizational charts are examples of how processes can be organized to address the limitations of rigid structures. The “team movement” in the last few years represented efforts by organizations to break down the boundaries and impediments that structure and hierarchy create. The concept of networked organizations is an approach that Creth saw as effective in times of rapid change. She quoted Baker (1992) regarding networked organizations that are “characterized by “flexibility, decentralized planning and control, and lateral (as opposed to vertical) ties...The chief structural characteristic of a networked organization is the high degree of integration across formal boundaries” (cited in Creth, p. 34).

This distinction between structure and process is important because it is also a characteristic of higher education. Administrative structures reporting to the president tend to be hierarchical while faculty organize in more process oriented committees, councils, and senates which reflect a shared governance model (Birnbaum, 1988). Neal and McClure (2003) speak of this as “the historical dualism that brings together a conventional administrative structure with the networked structure associated with academic governance and faculty decision making” (p. 31).

This dual structure relates directly to the place of the library in organizations. In writing about the management of information resources on campus, Neal and McClure include “administrative computing, academic and research computing, networks, telephony, student computing, instructional technology, libraries, media services, language laboratories, print services, computer stores, mailrooms, Web support services, and electronic publishing” under the umbrella of information resources (p. 32). They noted that these divergent organizations come from different cultural and organizational traditions. Those units coming from a business background tend to reflect formal structures while those with an academic background tend to reflect a networked or process model of faculty. These differences impact “leadership, strategy, communication and collaborative practices, views on budgeting and resource allocation, and assessment” (p. 39). Thus, while the library qualifies as an information resource, its organizational culture and climate may have more of an academic focus and be different from other information resources.

Place of the Library in the College

The community college library or learning resources center evolved in the middle of the last century in response to new media formats and the growing recognition that the library should be viewed and administered as an academic unit. In 1939, B. Lamar Johnson began his influential book *Vitalizing a College Library* with a quote from Randall and Goodrich's (1936) *Principles of College Library Administration*:

It is chiefly to the college president that the college librarian must look for advice and assistance in carrying out the work of the library... So far as the librarian is concerned, the ideal organization of the college hierarch seems to be this: the librarian reports to the president, who, in turn, reports to the board
(cited in Johnson, 1939, p. xv).

Johnson, however, argued for a new organization in which teaching faculty and librarians merged into a single instructional staff and reported to the dean of instruction. His own work at Stephens College, where he was both college librarian and dean of instruction, provided the basis of his assertions. In this same work, he also laid the seeds for the learning resources center concept: "The concept of library materials is expanded to include not only books, periodicals, and other printed materials but also pictures, music scores, phonograph records, and motion pictures" (Johnson, 1939, p. 116). This change in the place and role of the library or learning resources center on campus was not to happen over night, but it did happen. Johnson's influence was undoubtedly significant; first because Stephens College was a two-year college at the time of his writing, and second, because he went on to become a nationally known expert on community colleges and the first president of the League for Innovation in the Community College.

In the 1960s and early 1970s, many two-year colleges, including those in Ohio, adopted the learning resources center (LRC) concept that combined libraries, media, and instructional services into a single administrative unit – itself a form of merged organization – long before it became common in other sectors of the higher education community (Abell, 1984). Today, the terms library and learning resources center are largely synonymous. In Ohio, for example, Hocking Community College and Sinclair Community College recently renamed their learning resources centers to libraries. It would seem reasonable that bringing computing into alignment with the library / learning resources center could be viewed as a logical extension of existing community college administrative practice.

Library Standards as a Measure of the Library's Place

As late as the 1960s, the reporting relationship of the library in the junior or community college was mixed. *Standards for Junior College Libraries*, published in 1960 by the Association for the College and Research Libraries Association stated: “The librarian is usually appointed by the chief administrative office of the college. He should be directly responsible to him for the management of the library” (Trinkner, 1964, p. 256). In independent studies, Griffith (1965) and Wheeler (1965) reported that between 50% and 60% of junior college librarians reported to the college president. However, the movement toward an increasingly academic role of the librarian was also evident. Wheeler reported that over 80% of librarians had faculty status and 12% of directors were treated as department chairs.

By the 1970s, library theorists and professional societies were locating libraries squarely within the academic operation of the campus. Burlingame, Fields, and

Shulzetenberg (1978) wrote that “in order to achieve the necessary close contact and interaction with the instructional program of the college, it is essential that the director report to the chief officer in charge of academic affairs and not to some other officer in the college or university” (p. 42). Likewise, Allen and Allen (1973) wrote of the librarian as academic personnel:

The dean or director of learning resources is responsible to the dean or vice president of instruction. If the institution is administratively organized with a vice president in charge of instruction, then the chief administrative officer of the learning resources center would be a dean; however, if the instruction is organized with a dean of instruction, the chief administrative office of the learning resources center would be called a director. (p. 17)

The 1975 ACRL *Standards for College Libraries* were still equivocal, however, and state that the chief administrator of the library “shall report to the president or the chief academic officer of the institution” (Burlingame, et al., 1978, p. 42).

Placement of the library or learning resources center as an academic unit seemed to be firmly in place as a professional standard by the 1980s. *Guidelines for Two-Year College Learning Resources Programs (Revised)* included the statement:

To function adequately, the chief administrator of a Learning Resources Program (whose title may vary in different institutions) reports to the administrative officer of the college instructional program and has the same administrative rank and status as others with similar institution-wide responsibilities. (Abell, 1984, p. 37)

In practice, however, the library’s placement was still varied. In a study of Ohio’s public community colleges, Abell (1984) reported that 58% of library administrators

reported to the chief academic officer. Other librarians in the study reported to a variety of positions including one to student services and three who reported to people with “very little knowledge of their learning resources programs” (p. 49).

Most recently, *Standards for Libraries in Higher Education* (2004) returned to the language of its 1975 statement. It calls for the library director or dean to report to either the president or to the chief academic officer. This 2004 standard was intended to apply to all academic libraries, including but not limited to community colleges. Thus, the change of language may reflect a slightly broader perspective rather than a revision of a previous position.

Faculty Status as a Measure of the Library's Place

Long a subject open to debate, the movement to recognize librarians as faculty is another indicator of the place or role of the library on the academic campus. While Johnson (1939) called for librarians to be members of the instructional staff reporting to the dean of instruction, others would call for librarians to be treated as faculty. McAnally (1975) reviewed the growth of faculty status for librarians following World War II. He identified very early and premature calls for faculty recognition of librarians reaching as far back as 1878, but he then went on to describe the period after World War II when the profession matured enough for librarians to reach the academic and professional sophistication that made faculty status attainable. The Association of College and Research Libraries organized its first faculty status study committee in 1958. By the early 1970s, the movement resulted in the adoption of a *Joint Statement on Faculty Status of College and University Librarians* by the Association of College and Research Libraries,

the American Association of University Professors, and the Association of American Colleges. (American Association of University Professors, 1995)

This Joint Statement did not give an unqualified endorsement to librarian faculty status, but recognized that librarians often performed the functions of faculty and should therefore be treated equally. Thus, it was not the title, rank, education, or skills of the librarian that warranted this recognition. Rather, “the function of the librarian as a participant in the process of teaching and research is essential to the criterion of faculty status” (American Association of University Professors, 1995, p. 201).

According to Cronin (2001), half of academic librarians possess faculty status. This number may be somewhat deceiving because not all faculty-status librarians possess all faculty rights, benefits, and responsibilities equally. The Association of College and Research Libraries revised their statement on faculty status in 1992 and 2001 and identified nine conditions for faculty status (Hoggan, 2003, p. 432):

1. Librarians are assigned professional responsibilities
2. Librarians have a governance structure similar to other faculties on campus.
3. Librarians are eligible for membership in the faculty governing body.
4. Librarians have salary scales that are equivalent to those for other academic faculty.
5. Librarians are covered by the same tenure policies as other faculty.
6. Librarians are promoted through the ranks via a peer review system.
7. Librarians are eligible for leaves of absence or sabbaticals.
8. Librarians have access to funding for research projects.
9. Librarians have the same protections of academic freedom as other faculty.

Reporting on the ACRL survey of faculty status, Cary (2001) wrote that colleges granting bachelor degrees reported lower overall achievement of these characteristics than universities and associate degree granting institutions. Two-year colleges tended to report higher compliance than other educational sectors with roughly two-thirds of librarians reporting full or partial faculty status.

Hoggan (2003) identified important distinctions between faculty status, nominal faculty status, and academic status. She accepted the ACRL definition of faculty status with its nine conditions and claimed that “faculty status librarians tend to enjoy improved status, higher salaries, and more opportunities for professional development” (p. 433). She noted, however, as did Cary, that not all institutions allow for all conditions to be met. This can lead to what she termed nominal faculty status, in which librarians may be called faculty, but they are not extended the same rights and benefits. Hoggan also noted the distinction between faculty status and academic status, which she defined as “librarians are recognized as instructional and research staff, but are not given the same rank, benefits, and responsibilities as faculty” (p. 438). ACRL acknowledged this reality in 2007 when it published new *Guidelines for Academic Status for College and University Librarians*, designed specifically “for academic librarians without faculty status to ensure that their rights, privileges, and responsibilities reflect their integral role in the mission of their institutions” (Association of College and Research Libraries, 2007)

Technological Change as a Driving Force for Mergers

In a review of forty years of academic library computing, Lynch (2000) reported that technological change dominated the higher education agenda at the turn of the century and that it would transform the basic operations of the library. According to

Seiden and Kathman (2000), the widespread adoption of networked resources and administrators' efforts to streamline operations as a strategy to control costs came together in the 1990s. College decision makers, looking for more cost effective models, became concerned over perceived overlap of missions, structures, constituents and budgets of library and IT operations. Likewise, users of libraries had trouble distinguishing between the information content traditionally associated with the library and the technology associated with IT computer operations (Ferguson et al., 2004). Poole and Denny (2001) noted that there had been changes in "role definitions, tasks, organizational structures, user expectations, vendor relationships, and campus perceptions of academic library/learning resources personnel" (p. 501). Lavagnino (1999) asked the question, "How do we define new organizational models that recognize the blurring overlapping roles of the information technology provider community, the library community, and the publishing community" (p. 116).

Not only did new models have to be defined, but Mech (1996) argued that librarians needed to lead the movement to change or lose control of their own destiny. This statement by Creth (2000) illustrates how fifty years of organizational evolution in libraries might be set aside as institutions attempt to deal with change:

The administrators of the nonacademic core operations such as libraries and information technology services will have to find ways to address the forces affecting their units, including increasing costs along with rising expectations for quality and timely service, efficiencies, and accountability (p. 32).

This view of the library as "nonacademic core" challenged the organizational development and individual growth and accomplishments of the academic library and

faculty librarian. Alternatively, it could be seen as wishful thinking by technologists who because of cultural differences wish to level the playing field with more academic oriented units.

Merged Library / IT Organizations as a Solution

In advancing the idea that libraries and IT operations should merge, two sources stand out as central to the discussion. Hirshon (1998) published a CAUSE report that served as a how-to guide to merging operations under a Chief Information Officer (CIO). He claimed, “In the early 1990s, there has been a dramatic growth in the number of higher education institutions in North America with integrated library and computing operations” (p. vii). He also noted that the decision to merge organizations was often an emotional and political one, and that cost savings alone was not a reason to make such a change. Normally, there had to be a “precipitating event” such as a major investment in new buildings or a change in senior leadership. He has been quoted often for claiming that the CIO position was becoming “ubiquitous” on college campuses. Hardesty (2000) edited a compilation of essays and case studies that focused on the history, indications, cultural issues, and cases related to mergers. These essays by Hardesty and some thirty other authors represented a comprehensive reader on the issue of library / IT mergers.

Other advocates of library and IT mergers, argued that it was an effective response to the technological revolution. Ferguson, Spencer, and Metz (2004) wrote that as libraries adopted information technology to deliver intellectual content, the missions, constituents, and budgets of libraries and IT groups began to overlap. Users were not able to distinguish between the delivery mechanism and the content being delivered, between the networked computer that retrieves and displays information and the electronic book,

database, or similar content source. On most campuses, IT units provided the tool; libraries provided the content. By integrating operations, they argued that the parent institution could realize improved organizational and budget flexibility, better planning, visibility of technology, improved service delivery, and reduced competition for limited resources.

In Hardesty's work, Neff (2000) identified indicators for merger that included a desire to develop a common campus vision for the future, to end duplication and inefficiencies when missions are perceived to be overlapping, to create a library of the future, to develop an organizational unit with a critical mass of sufficient resources to update and maintain modern infrastructure, improve academic services, and improve access. Contraindications to merger included conditions where the library had its own computing unit, when little was gained by a campus-wide network (more likely on non-resident campuses), when the library was a satisfied customer of a separate IT unit, and when the costs of reorganizing were too high.

Recently, Renaud (2006) wrote about the benefits realized when the library and IT merge. In reviewing the history of the movement, he noted that merging helped to align organizational structures with emerging opportunities that came with the explosion of information technology, desktop computing, and the Internet. He also provided some measure of how limited the merger movement really is within the private, liberal arts sector of higher education. Merged organizations represent just 12% of this group. Yet, Renaud goes on to claim that because they are smaller, librarians do not tend to have faculty status, and because they are private institutions with fewer rules on personnel

practices, “private liberal arts colleges possess the attributes of scale and flexibility that lend themselves to mergers” (p.66).

Chief Information Officer (CIO) as a Solution

Closely related to the discussion of merged organizations is the evolution of the chief information officer in academia. This position originated in private enterprise and was adopted by higher education. Hirson (1998), Mech (2000), and Hawkins (2004) all addressed the role and function of the CIO, and their differing opinions illustrate the lack of a single definition for what a chief information officer does. According to Hirshon, the title of CIO should describe those “individuals to whom both computing and library operations report” (p. vii). He also wrote that other duties falling under the CIO’s purview included campus networking and telecommunications, media production and delivery services. This definition was not adopted universally however, as evidenced by Hawkins (2004) more recent argument that the CIO in universities “serves as chief technology officer, rather than the CIO who oversees both the library and technology areas (as is the case for many CIOs at smaller institutions)” (p. 97).

Between these positions, Barber (2002) reported on a survey of community colleges that college CIOs reported having responsibilities for library management that varied from full, to partial, to none. In some cases, direct supervision of the library was clearly part of the CIO’s responsibility. In others, the CIO’s computer center might be responsible for maintaining the library systems but have no direct authority over library operations. This lack of clarity in role definition was not surprising considering the relative newness of the position to higher education. However, this lack of clarity also made it difficult to determine the degree of organizational merger taking place.

Opposition to Library / IT Mergers

Opposition to library-IT mergers has come from both library and IT personnel and was often related to loss of control or organizational culture differences (Dougherty & McClure, 1997; Hardesty, 1998; Lavagnino, 1999; Cain, 2003; Renaud, 2006). The differences between traditional library and IT cultures, values, and skills appear to be highly divisive. On top of this, half of academic libraries have some kind of faculty status according to Cronin (2001), and Agee and Holisky (2003) have described the faculty-IT relationship as adversarial. Also, faculty governance tends to follow a different model from traditional organizational hierarchies found in support operations. Thus, unless roles and responsibilities change or new ways to collaborate are found, the arguments against merging are significant.

Garten and Williams (2000) discussed cultural differences between librarians and technologists and how organizational culture can impact the success of a merger. This issue of cultural difference has been addressed more recently by Cain (2003) who wrote about the relative disparity in the organizational age of libraries when compared to computer centers. The first had generations of tradition that influenced its culture while the second was relatively new. He noted that libraries tend to value a service orientation, consensus building, and fiscal responsibility while information technology operations valued a technical orientation, entrepreneurial behavior, and creativity. These differences in organizational culture would and have had a direct impact on the success or failure of library / IT mergers (Wagner, 2000). While addressing cultural differences, Cain (2003) also noted that librarians have always been aligned with the academic community while technologists have had a much less esteemed position on campus.

Favini (1997) reviewed the differences between librarians and technologists at a time when information technology was becoming increasingly critical to the academic library. He identified a set of cultural attributes of libraries and academic computer centers, which have been consolidated and ordered in Table 2.1 to illustrate the differences in the two organizational cultures. While not a line for line match, it does demonstrate that there were fundamental differences between libraries and IT units. In this context, conflict and distrust would appear to be inevitable.

Table 2.1

*Cultural Attributes of Libraries and Academic Computing Services**Academic Library*

- Technology used primarily to accomplish service goals
- The major functions of library work do not vary among institutions
- Librarians are products of a shared educational experience, MLS
- Staff turn over is relatively low
- Organizational power derived from formal job title
- Reward system comparable across the industry
- The acquisition of technology driven by suppliers of information services rather than home grown innovation
- Roles of organization members well defined and agreed upon
- Female dominated profession
- Library traditionally under the Academic Provost with an emphasis on supporting Students and Faculty

Academic Computing Services

- Technology is the main driver of services offered
- Change in organizational structure is frequent
- Use of formal project management techniques is common
- Staff turn-over is relatively high
- Salaries vary greatly throughout the industry
- Reward system is flexible, based on short term performance
- Team oriented focus to accomplish clearly defined goals
- People possessing technical expertise operate behind the scenes
- Pace of change is fast
- Male dominated environment
- ACS under a Vice President of IT with an emphasis on supporting Administration, Faculty, and Staff

Source: Favini (1997)

While the point of view in the literature noted above is that of the library, information technology professionals have been equally dubious about libraries. Hardesty

(1998) reported on a study of small colleges where librarians were sometimes placed over IT departments. He quoted a technologist, “You may use the word ‘merger’ but many of us [computer center administrators] will translate that into ‘takeover’ as you speak.” This person went on to say, “in the end, one or the other of us will lose out” (p. 35).

Questioning and Testing the Rhetoric

Bolin (2005) quoted from Hirshon (1998) and Neff (2000) as do others such as Ferguson, Spencer, and Metz (2004) regarding the growing adoption of merged organizations in higher education. To assess the extent and degree of merger, Bolin developed a taxonomy of merged organization structures. Categories in this taxonomy included:

Traditional. Library dean reports directly to provost. Computer center director reports separately to provost or to another administrator, such as financial vice president, or there is a vice president for information technology.

Realign-1. Library dean reports directly to provost and is in charge of both library and computer center.

Realign-2. Library dean and computer center director each report to a vice provost who is a computer professional and who reports to the provost.

Merge-1. Library and computer center are a single organization with a dean who is a professional librarian who reports to the provost.

Merge-2. Library and computer center are a single organization with a director who is a computer professional who reports to the provost. (p. 7)

Through a content analysis of web sites and related publications, Bolin reported that 88% of the 50 land grant universities operated with a traditional structure, and 10% fit into one

of the two aligned categories. Only one institution qualified as a fully merged organization (see Table 2.2).

Table 2.2

Bolin's Research Findings

<u>Categories</u>	<u>Traditional</u>	<u>Realign-1</u>	<u>Realign-2</u>	<u>Merge-1</u>	<u>Merge-2</u>
Responses	44	3	2	1	0
Degree of Merger	Separate Organizations ←			→ Merged Organizations	

Source: Bolin (2005, p. 7)

Bolin's study raised questions about the extent of merged organization expansion.

Merged organizations were not ubiquitous, nor were they proliferating in the study population. As she collected data, she devised the scale in Figure 2.1 to measure the degree of merger, assigning a numerical value to the following categories:

Figure 2.1

Bolin's Degree of Merger Scale

Traditional = 0	Realign-1 = 1	Realign-2 = 2	Merge 1 or 2 = 3
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Source: Bolin (2005, p. 7)

Using this scale, Bolin found a "mean degree of merger" to be .22 (p. 7). Her study, being descriptive in nature, she did not offer to interpret these results. She did, however, call for the study to be replicated with other groups of colleges or universities.

Summary

The place of the library on campus changed over time, becoming more closely associated with the faculty and instruction program between the 1940s and 1980s. During this time, the library took on more characteristics of faculty governance structures as librarians at many institutions came to hold faculty rank and status. In the 1990s, however, the rise of information technology and the growing obsolescence of facilities forced a reexamination of the library's place on some campuses. One way to deal with change and rising costs was to combine the library with other computer and information technology operations. This combination was subject to conflicts in organizational cultures and professional practices and was often perceived as a threat by both groups. However, there was a circle of library leaders who advocated for the adoption of new technologies and integration of library and IT groups.

These merged operations took on different forms, exhibiting greater or lesser degrees of integration of personnel and administrative structure. Some authors made a case for a chief information officer as the executive to oversee this merged structure, while others would not include the library in the CIO's responsibilities.

Seemingly unnoticed at the time was the ironic fact that the CIO as an administrator who oversaw or coordinated a number of different units was surprisingly similar to the 1970s vision of the dean or director of a learning resources center. While libraries were able to adapt a learning resources center model with media technologists and others; the computer center was perceived differently. The organizational cultures were different, and staff did not willingly adapt unless there was some kind of precipitating event.

CHAPTER 3

METHODOLOGY AND DESIGN

Introduction

The purpose of this study was to explore the organizational relationships of library and IT departments in Ohio's independent public two-year college libraries and describe key characteristics of the organizations in the study. Descriptive in nature, the study was designed to determine and report on "the way things are" (Gay, 1976). Anastas and MacDonald (1994) compared descriptive research to taking and developing a still photograph. It is designed to produce an accurate description of the phenomena under study at a specific point in time. Data collection procedures are defined before the study begins and remained unchanged.

As a research method, descriptive research is an inductive method because the data determines the conclusions. Thus, in this study, data was collected to describe the existing organizational relationships between libraries and IT departments at the target population.

Target Population

The target population consisted of six community colleges, nine state community colleges, and eight state technical colleges. Six of the eight technical colleges are co-located in facilities shared with university branch campuses. The three different types of two-year colleges all shared a state mandated mission, but with historical differences

related to funding sources, curriculum, communities served, and community participation in governance. These differences were important to the present study only to the extent they influenced the administrative independence of institution. Therefore, the first step with the co-located campuses was to determine if they were administratively independent of their university partner.

Another institutional characteristic that was relevant to the study was size of the institution. Institutional size can be based on a count of the number of students attending the institution, or it can be calculated on the number of students enrolled in classes earning credit hours equivalent to a full time student (FTE). FTE count was selected for use in this study because it enjoys widespread use in educational research and may make it easier for future researchers to use data collected in this study.

According to the information available from the Ohio Board of Regents (2005) at the time this report was prepared, the two-year colleges listed in Table 3.1 were in operation in Ohio:

Table 3.1

Ohio Two-Year Colleges by Type and FTE Size

Institution	Fall 2005 FTE
<u>Community Colleges</u>	
Cuyahoga Community College (3 campuses)	15032.9
Jefferson Community College	1128.1
Lakeland Community College	5012.1
Loraine County Community College	6018.3
Rio Grand Community College (contracted services with the University of Rio Grand)	1330.5
Sinclair Community College	12246.6
<u>State Community Colleges</u>	
Cincinnati State Technical & Community College	5082.5
Clark State Community College	2219.5
Columbus State Community College	14087.6
Edison State Community College	1766.7
Northwest State Community College	1903.6
Owens State Community College	11468.9
Southern State Community College	1666.6
Terra State Community College	1531.1
Washington State Community College	1648.0
<u>State Technical Colleges</u>	
Belmont Technical College	1248.5
Central Ohio Technical College (co-located)	2058.1
James A. Rhodes State College (co-located)	2134.3
Hocking Technical College	4546.0
Marion Technical College (co-located)	1355.9
North Central State College (co-located)	1871.7
Stark State College of Technology (co-located)	4372
Zane State College (co-located)	1355.7

Source: Ohio Board of Regents (2005)

Survey Instrument

The survey instrument (see Appendix C) used in this census was a questionnaire comprised of questions derived largely from earlier studies by Abell (1984) and Bolin (2005). Abell collected data about the administration and librarian faculty status for Ohio's community colleges in the context of professional standards of the era. Bolin collected data about the organizational structures, size, and faculty characteristics of land grant institutions, although her published research reported on organizational structure and merger status. Building the survey instrument on these earlier works left open the possibility of some kind of comparative analysis of results.

In addition to Abell's and Bolin's questions, an original question was added to the survey to elicit the interviewees' interpretation of merger status at their institutions. Data collected from this question could be measured as an interval scale, allowing for the possibility of additional analysis. Also, it provided a measurement to compare to Bolin's taxonomic classification.

Since all members of the target population were to be interviewed, this study was actually a census rather than a sample survey. The strength of the census procedure is accuracy and elimination of sample bias. The weakness of a census is that it takes time to contact all members of the target population and achieve participation. In this case, the relatively small size of the population lent itself to a census.

Data Collection and Analysis

Data collection involved multiple information sources: survey data from telephone interviews, content analysis of institutional data collected from the Ohio Board of Regents' web site and other published and unpublished information sources, and in-

person interviews with librarians from several co-located institutions to determine their qualifications to participate in the full survey. The survey itself was completed in a structured telephone interview by the researcher (see Appendix C).

Content analysis of institutional data from the Ohio Board of Regents and other published and unpublished sources was examined for trends, policy conclusions, and evidence of merger. In this study it was critical to determine present status of the sample institutions in relation to organizational mergers. Evidence was sought in the documents reviewed and classified by the researcher.

According to Carr and Worth (2001), the telephone interview is a legitimate data collection method. They cite research that suggests that telephone interviews have “advantages over face-to-face interviews, including a high response rate, the opportunity to correct obvious misunderstandings ... smaller interview effects, lower tendency of socially desirable responses, and lower cost” (p. 513). In reviewing the reported strengths and weakness of telephone surveys, Calvert and Pope (2005) noted that the strengths of telephone surveys include the availability of the interviewee so that the survey can be immediately completed, the time to complete the project tends to be shorter because there are no mail delays, the cost of phone interviews is less than in-person interviews, surveys can be monitored if quality control is an issue, multiple contacts can be quickly attempted at different times of the day. They also noted that surveys conducted by telephone lend themselves to a structured interview methodology since interpretation can be difficult without visual cues.

The questions in the instrument were designed to collect discrete data such as the type of institution, title of specific positions, yes and no answers, and names. Generally,

interpretation of this kind of nominal data is limited to frequency measures. As an exploratory, descriptive study replicating other research, this limitation was considered acceptable. Data from several questions could also be compiled to build a scale developed by Bolin as a measure of institutional merger. Bolin also treated this compiled data as interval data in a scale to measure the mean degree of merger. According to Anastas and MacDonald (1994), in descriptive research it is often by studying the interrelationships among specific properties, that the structure of a phenomenon is detailed” (p. 105).

When invited to participate (see Appendix A), survey participants were informed that their responses would remain anonymous and that data would be reported in aggregate to avoid identifying individual institutions. To help assure this commitment could be kept, the survey instruments were divided into two parts. Part one included identifiable information. Part two contained the data collected. The two parts could be matched by means of a code number that was derived from a random number table. When the two parts of the instrument were separated, the data became anonymous, both in terms of the person participating in the interview and the institution represented by the data.

Summary

A survey instrument was developed using questions derived from previous research by Abell and Bolin. Data captured was primarily discrete and descriptive in nature. It could be compiled to build a measurement of the degree of merger according to Bolin’s taxonomy. Data are to be reported in aggregate to maintain institutional anonymity.

CHAPTER 4

RESULTS

Introduction

The primary purpose of this exploratory study was to determine if any of Ohio's public two-year colleges have merged or were in the process of merging their libraries and IT organizations, to describe the form of such merger according to an modified version of Bolin's taxonomy, and to determine if the organizational form varied according to the size of the institution or academic characteristics of the library.

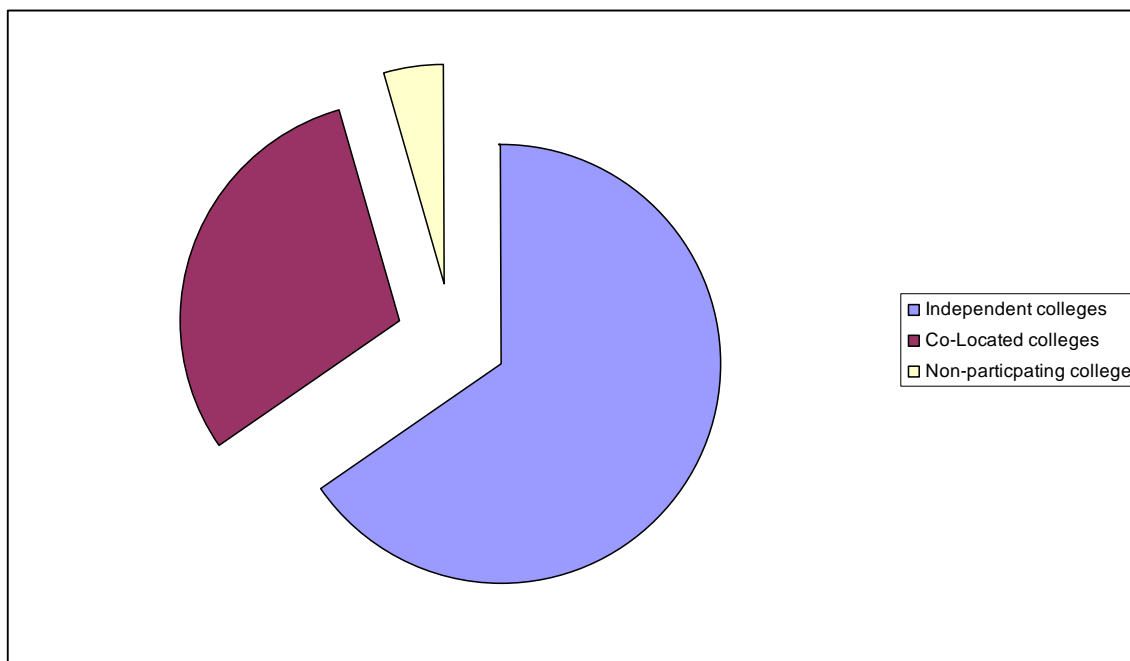
This chapter reports the results of interviews with library leaders from Ohio's independent public two-year colleges. Full interviews were conducted by telephone in the summer and fall of 2007 with several pre-qualifying interviews done at different meetings of Ohio academic library directors. All participants answered the same questions found in Appendix C.

There were twenty-three two-year colleges in Ohio, sixteen of which met the criteria for inclusion in this study (see Figure 4.1). Six of the twenty-three institutions were co-located on campuses with university branch campuses. One other institution had a unique relationship by which the public two-year community college contracted services with the local private university. As a result of interviews and reviews of the organizational structures of these co-located institutions, they were disqualified from the study because they combined their libraries, which were then administratively dependent upon the university partner.

One community college did not participate in the study because a time could not be set for an interview. This study, therefore, reports on the results of questionnaires for fifteen two-year colleges.

Figure 4.1

Participation of Ohio Two-Year Colleges



The 15 colleges that participated in this study showed wide variability in size, ranging in student population from 1128 FTE students to 15034 FTE students. These colleges were located throughout Ohio, although more were found in the Southwest and Northeast regions of the state, mirroring the state's population centers. They enrolled a total of 81488 FTE students, with the mean number of students 5433 and a median of 2220.

The Carnegie Foundation for the Advancement of Teaching (2007) categorizes colleges by size and setting. The subjects of this study (see Table 4.1) were found to qualify for the following Carnegie size categories:

Table 4.1

Size of the Sample Population by Carnegie Classification

<u>Carnegie Classification</u>	<u>FTE Size</u>	<u>frequency</u>	<u>% of total</u>
VS2: Very small two-year	<500	0	0
S2: Small two-year	500-1,999	6	40
M2: Medium two-year	2,000-4,999	2	13
L2: Large two-year	5,000-9,999	3	20
VL2: Very large two-year	10,000+	4	27

These Carnegie size classifications were used in this study to compile and report data in aggregate.

At the institutions in the study, the two operational units being studied were the library and the computer center. Both of these units could be called various names, the most likely alternatives being learning resources center and IT. In the survey, two questions were asked to measure what these operations were called. Table 4.2 reports on the results of the question about the name of the library while Table 4.3 reports the names used for the computer center.

Table 4.2

What is the "Library" Called?

<u>Responses</u>	<u>Frequency</u>	<u>% of Total</u>
Library	12	80%
Learning Resources Center	1	7%
Educational Resources Center	1	7%
Learning Commons	1	7%

For clarity and ease of use, the term library will be used throughout the remainder of this thesis, unless there is a reason to discuss a specific name.

Table 4.3

What is the “Computer Center” Called?

<u>Responses</u>	<u>Frequency</u>	<u>% of Total</u>
Computer Center	0	0
Information Technology	13	87%
Other	2	13%

At many institutions, the term Information Technology served as an overall designation for the various computer-based functions that were grouped together in a single administrative unit. The term computer center, which Bolin (2005) used, was not found. At the institutions in the study, the IT functions went by various names: networking, systems, computer labs, academic computing, administrative computing, and the like. As a whole, these designations appear to reflect functions rather than locations. This may reflect a growing maturity within the IT areas of operation as well as the proliferation of IT functions in other academic and support operations across campus.

One question (number 4 on the survey) was asked to determine if the head of the library was required to have a Masters degree in library science. The MLS or one of its variants from an ALA accredited graduate school is the terminal degree in librarianship and generally recognized as the required credential to work as a professional librarian. Of the 15 institutions in the sample, 14 said that the MLS was required. At the one institution where the MLS was not required, the library director has a Ph.D. in education.

Therefore, the results of this study are based on responses from fifteen two-year colleges in Ohio, ranging in size from Carnegie class S2, Small, to Carnegie class VL2, Very Large. The units under study within these colleges are generally known as the library or the IT department, and the administrator of the library is a professional librarian.

Findings

The following research questions were analyzed in relation to the survey and data findings:

Research Question 1

What degree of merger or integration of the library and computer center operations has occurred in terms of Bolin's taxonomy?

Two telephone survey questions were asked to gather the information necessary to classify the subject institutions according to Bolin's taxonomy. Bolin (2005) included five categories in her taxonomy: (a) Traditional, (b) Realign-1, (c) Realign-2, (d) Merge-1, and (e) Merge-2. According to Bolin, Traditional and Realign-1 categories represent separate organizations while the remaining three categories represent merged organizations. In Table 4.4, findings are reported according to Bolin's taxonomy:

Table 4.4

Ohio Two-Year Colleges by Bolin's Taxonomy

Bolin's Taxonomy	<u>Traditional</u>	<u>Realign-1</u>	<u>Realign-2</u>	<u>Merge-1</u>	<u>Merge-2</u>
# of Ohio colleges	12	0	2	1	0

Bolin treated these categories as points on an interval scale and calculated a “mean degree of merger for the land grant institutions in her study. Using the same scale, the mean degree of merger for Ohio’s two-year colleges in the sample was .27. This figure compares closely to Bolin’s finding of a .22 degree of merger among land grant universities.

Two survey questions (reported in Tables 4.4.1 and 4.4.2) were asked to gather data that was then compiled to answer Research Question 1 as Table 4.4. Since Bolin’s taxonomy defines a relationship between the library and IT units, both answers had to be matched and then tested against the category definitions.

Table 4.4.1

Library Reporting Relationships. (Question 5: To whom does he or she [the head of the library] report?)

<u>Position</u>	<u># of responses</u>	<u>% of responses</u>
Provost / Academic VP	10	67%
Vice Provost / Assoc. Academic VP	2	13%
Vice President of IT / CIO	2	13%
Other	1	7%

Table 4.4.2

Computer Center Reporting Relationships. (Question 12: To whom does he or she [the computer center] report?)

<u>Position</u>	<u># of responses</u>	<u>% of responses</u>
Librarian	1	7%
Same as Library	4	26%
Other	10	67%

One question that has to be asked about Bolin's taxonomy is does it accurately describe the types of merger that are possible? Other measurements are also possible. To provide an alternative measurement, an additional question was developed for this project to let the survey participants rate their own organizations (see Table 4.5). At the end of the survey, library directors were asked to categorize their own institutions according to a self-defined, three-choice scale of separate, partially merged, or fully merged organizations.

Table 4.5

Self-Defined Measure of Merged Organization. (Question 15: Would you call yourself organizationally separate, partially merged organization, or fully merged organization?)

<u>Classification</u>	<u># of responses</u>	<u>% of responses</u>
Separate	11	73%
Partially merged	3	20%
Fully merged	1	7%

The three institutions that qualified as merged according to Bolin's taxonomy self-rated themselves as either partially or fully merged. One additional college self-identified itself as partially merged because it collaborated so closely with the IT unit that it functioned as a partially merged operation.

Research Question 2

What influence does the size of the institution have on the level of merged or unmerged organization structure?

Using Bolin's categories, the data reported in Table 4.6 shows that smaller organizations were more likely to have a traditional organization structure. The untraditional realigned or merged organizations were all large or very large colleges.

Table 4.6

Size of Ohio Institutions Organized According to Bolin's Taxonomy

<u>Size category</u>	<u>Traditional</u>	<u>Realign-2</u>	<u>Merge-1</u>	<u>% Traditional</u>
S2	6	0	0	100%
M2	2	0	0	100%
L2	3	0	1	75%
VL2	1	2	0	33%

There were no colleges matching Bolin's categories for Realign-1 or Merge 2. They were therefore not shown on Table 4.6 in order to improve readability of the table. When data in this table are compared to data in Table 4.7, they are very similar:

Table 4.7

Size of Institutions Organized by Self-Defined Merger Categories

<u>Size category</u>	<u>Separate</u>	<u>Partially Merged</u>	<u>Fully Merged</u>	<u>% separate</u>
S2	5	1	0	83%
M2	2	0	0	100%
L2	3	1	0	75%
VL2	1	1	1	33%

Bolin speculated that size of the institution was a factor in organizational merger based on an earlier report by Mech. Mech suggested that smaller institutions were more likely to merge, and Bolin's findings seemed to fit with this conjecture. However, the findings of this study do not support this speculation.

Research Question 3

What are the library characteristics that match an academic unit and are they different in different types of merged-unmerged organizations?

Seven of the survey's questions related to the academic characteristics of the subjects of the study. Data are reported in Table 4.8, distinguishing between those institutions reporting academic or non-academic characteristics.

Table 4.8

Academic / Non-Academic Characteristics of Libraries Surveyed

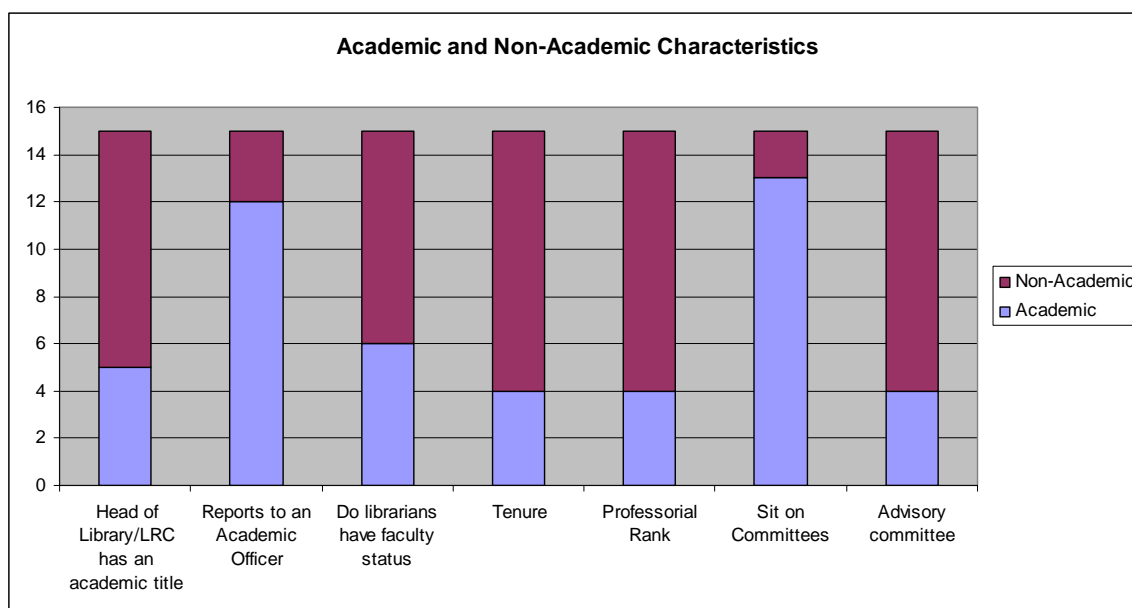
Question	Academic		Non-academic	
	Responses	#	Responses	#
3. What is the title of the head of the library?	Dean, Chair	5	Director, Librarian, or Other	10
5. To whom does the head of the library report?	Academic administrator	12	Non-academic administrator	3
6. Do the professional librarians have faculty status?	Yes	6	No	9
7. Are the professional librarians on tenure-track?	Yes	4	No	11
8. Do the librarians have professorial rank?	Yes	4	No	11
9. Do librarians sit on faculty committees?	Yes	13	No	2
13. Is there an advisory committee for the library?	Yes	4	No	11

By two measures, libraries in the study possessed characteristics or responsibilities of academic oriented units. A large majority (80%) of the libraries in the sample reported to an academic officer, usually the provost or academic vice president. Also, librarians sat

on various faculty committees in large numbers (87%). See Figure 4.2 for a graphic presentation of the data.

Figure 4.2

Academic / Non-Academic Characteristics of Libraries



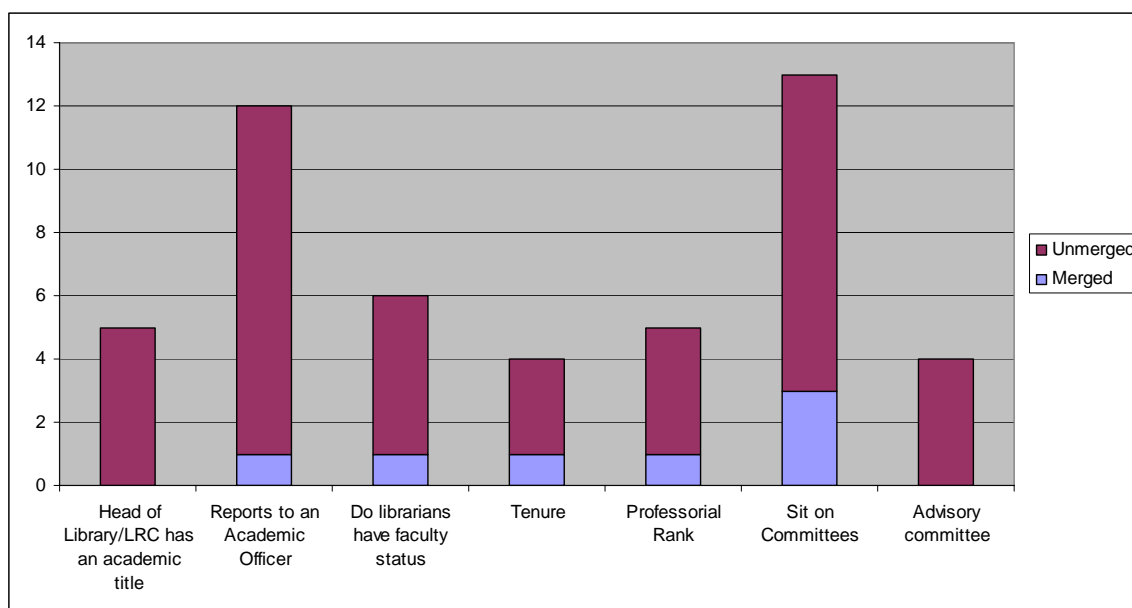
The number of librarians with faculty status, academic titles, or tenure was much lower, less than half the sample population. The fact that six institutions claimed to have faculty status but only four offer academic titles or tenure can be explained by Hoggan's (2003) description in the literature review of nominal faculty status or academic status for librarians. In such cases, librarians were called faculty but did not possess the same rights and responsibilities as the teaching faculty.

One question asked about the presence of library advisory committees because such a committee can be used as an indicator of faculty governance. In this sample, only four libraries had such committees. In all four cases, the head of the library was also the chair of the committee. Membership was comprised of faculty, staff, and students. In all

cases, the role of the committee was advisory. In several other cases, libraries used to have such committees but let them drop for lack of interest on the part of the faculty.

Figure 4.3

Academic Characteristics of Merged and Unmerged Libraries



Although the numbers are small, at least one institution with a merged organization reported that librarians had true faculty responsibilities and status. This can be seen clearly in Figure 4.3. In that case, the librarians at the institution were faculty, but the administrator was not. This distinction between faculty librarians and non-faculty administration occurred in at least two colleges. At another college in the study, the head of the library was called the chair and functioned in the same capacity and role as other academic department chairs on the campus.

Another way to measure differences between academic and non-academic units as well as consider the degree of merger was to look at the administrative equality of the organization's leadership. Do the people who administer both library and IT operations hold the same relative positions in the organization? In Table 4.9, we see that

approximately half of the positions in both units use the title of “director,” while the remaining positions vary widely. All six of the administrators in the three non-traditional organizations hold the title of director, making it likely that they are administrative equals. The title of dean, however, is an academic title that is not duplicated in the IT organizations, making it more likely that there are significant organizational differences in organizations where the library is part of instruction.

Table 4.9

Job Titles in the Library and Computer Center

<u>Question 3:</u>				
What is the title of the head of the Library?	<u>Dean</u>	<u>Director</u>	<u>Librarian</u>	<u>Other</u>
Responses	6	8	2	1
 <u>Question 11:</u>				
What is the title of the head of the computer center?	<u>Director</u>	<u>Manager</u>	<u>Coordinator</u>	<u>Other</u>
Responses	9	0	1	5

Research Question 4

What organizational changes have taken place in the last three years?

Six survey questions were asked to determine if the subjects of the study had undergone recent organizational change. Results are reported in Table 4.10.

Table 4.10

Changes Reported

<u>Question</u>	<u>Yes</u>	<u>No</u>	<u>% change</u>
2. b. Has the name of the Library changed? (n=15)	5	10	33%
3. b. Has the Librarian's title changed? (n=15)	6	9	40%
3. b. i. Did title change reflect organizational change? (n=6)	5	1	83%
5. b. Change in reporting (n=15)	5	10	33%
6. b. Change in Faculty Status for Librarians (n=15)	1	14	7%
7. b. Change in Faculty librarian tenure track status (n=15)	0	15	0%
8. b. Change in faculty librarian rank? (n=15)	0	15	0%

Follow up questions were asked on several of the main questions. Institutions that reported a name change to “library” generally changed it from some variant of “learning resources center.” In one case, the name changed to “learning commons.” Six librarians reported having new titles, five of which reflected a change in the organization structure at the institution. One librarian reported that the title change reflected a standardization of titles across campus rather than a functional change. In all cases, a change in reporting

relationships had been a move to reporting to an academic officer. Changes in names and reporting generally occurred in conjunction with some significant event, either a new facility or a change of personnel. This fits with the Hirshon's observations as reported in the literature review.

Research Question 5

What organizational changes are planned or anticipated?

As an exploratory and descriptive study, the objective in the previous question was to describe what already existed or changes that had actually taken place in the sample. Research Question 5, however, was included to capture data about changes that were anticipated or planned. It was recognized that an institution could be in the middle of a major renovation and organizational change but not report a change based on Research Question 4. For Research Question 5, an extra answer category was added, "other," to reflect accurately questions that were either beyond the knowledge of the person interviewed or for which the person interviewed was not able or willing to respond. For example, questions regarding anticipated or planned changes to personnel classifications or reporting relationships might be considered too sensitive to report in advance. Results for Research Question 5 have been compiled in Table 4.11.

Table 4.11

Anticipated or Planned Changes

<u>Question</u>	<u>Yes</u>	<u>No</u>	<u>Other</u>	<u>% Change</u>
2. c. Name of the Library	2	13		15%
3. c. Librarian's title	0	15		0
5. c. To whom Library reports	0	14	1	0
6. b. Librarian faculty status	0	15		0
7. b. Librarian tenure	0	15		0
8. b. Librarian rank	0	15		0
12. To whom computer center reports	0	5	10	0

Two librarians reported that they anticipated name changes. One name change is being considered as part of a renovation project. In the other case, the institution had changed its name to "learning commons" in the recent past and is now considering changing it to "library and learning commons."

Research Question 6

What difference, if any, exists in survey results between stand-alone and co-located campuses.?

After interviewing library directors at co-located campuses, all were found to be administratively tied to the university partner and therefore disqualified from the study.

Summary

This chapter reported the results of telephone surveys with fifteen two-year colleges, conducted during the summer and fall of 2007. Research Question 1 reported on the organizational relationships of the libraries and information technology units of the study population, compiled according to the taxonomy developed by Bolin (2005). Research Questions 2 and 3 gathered data on the size and academic status of the study population. Research Questions 5 and 6 captured data on the changes that had taken place or were planned in reporting relationships and faculty status of libraries and librarians. Research Question 6 was found not to be applicable to the population.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Conclusions

The most significant finding of this study related to the size of the institutions reporting some form of merged organization. Several authors (Mech, 2000, Bolin, 2005, Renaud, 2006) in the literature review matched small institutional size with the institution's suitability for or amenability to merger. Because this observation was repeated over a period of years, and because the results of Bolin's study involving large institutions appeared to fit with Mech's original speculation, this writer expected to see similar results in Ohio. However, in this study, the opposite result was identified. The larger organizations showed some form of merged organization structure while the smaller institutions were all traditionally organized. This raises a question that deserves further study. Rather than size, for example, the age of the institution, turnover of senior administrators, institutional mission, or bureaucratic entrenchment may be the real reasons some institutions merge and others remain unchanged.

When applied to Ohio's libraries, Bolin's taxonomy effectively distinguished between traditional and non-traditional library organization structures within the surveyed population. The results were consistent with a separate self-evaluation reported by those interviewed. Due to the small sample size, however, it was not possible to determine if Bolin's taxonomic categories for describing realignment and merger offered meaningful insights on the degree of merger.

The survey results indicated that the library continues to be an academically oriented support unit at most colleges. The current result of 80% of the surveyed libraries

reporting to an academic officer was close to Abell's finding of 82% in 1984. It appears, however, that more may be reporting to the chief academic officer than in the past. This would appear to contradict Creth's statement that libraries are a non-academic core unit on campuses (Creth, 2000).

Librarians also continue to sit on faculty committees and participate in some manner in the larger work of their institutions, but the majority of them do not possess faculty status. In this regard, they appear to straddle a twilight zone between the instructional role and governance responsibilities of faculty on one hand and the facilities and information work of support personnel on the other. This is in keeping with the distinction made by the AAUP on what constitutes faculty work. It is also noteworthy that the percentage of Ohio's librarians with faculty status is below the national average reported in the literature review.

Hirshon's (1998) identification of an initiating event leading to change appears to be accurate. In discussing changes and planned changes on campuses in the sample, a major event such as a new building or a change in key personnel was mentioned repeatedly.

The way colleges were organized varied widely, reflecting the diversity of size, history, financial support, and personnel. A small college with one librarian is a very different place from a larger institution with many librarians. Also, several of those interviewed talked about the importance of the personalities and longevity of personnel in place that had both positive and negative impacts on the library.

Limitations

The sample size of fifteen institutions was too small to produce statistically significant results, which was disappointing. While the data collected was valuable, it was not possible to make generalizations from so small a group.

In developing her taxonomy, Bolin (2005) focused on formal structures and reporting relationships. As organizations become less structured and experiment with new ways of doing business, the categorical taxonomy may not work. For example, in the self evaluation question on this survey, one librarian who thought in terms of organizational processes rather than structures rated his institution as partially merged when he should have – according to Bolin’s taxonomy – said separate.

The focus of this study was the library from the perspective of the librarian. It was assumed that librarians would be able to respond to questions about their own organizations and relationships to other campus units. In general, this assumption was correct, but the structured format of the interview limited the librarians being interviewed to a narrow set of responses. Some of the survey subjects communicated a great deal of organizational information that was related to the topic but not part of the structured interview. A different research methodology may have allowed for more flexibility in the interview process and better reporting of the results.

Recommendations

Recommendation 1

Replicate that portion of the study dealing directly with organization and reporting relationships with a larger population, using another survey methodology. A random sample of community colleges representative of the country as a whole or a

standardized region could be completed via a web survey instrument. With a larger sample, a statistically meaningful picture might emerge on the current status of merger activity in two-year colleges.

Recommendation 2

Change the focus of additional research from the librarian to the chief academic officer or chief information officer. The respondents in this survey were able to describe their immediate environment, but they could not necessarily put it in the larger context of institutional change. It is telling that only two instances in the current study were identified that related to future changes. It raises the question of where the impetus for all the changes of the last few years came from.

Recommendation 3

Further research is needed on the question of the institutional size as a factor in library-IT organization. If size is not the factor it was thought to be, then what other institutional characteristics do influence the decision to reorganize on a merged model?

Recommendation 4

Change the focus of further research from organizational structure to organizational process. That one librarian surveyed for this study called his organization partially merged based on non-structural collaborative activity does not of itself mean much, but it hints at other flexible workplace solutions. A study of collaborative activities between libraries and IT units might produce a very meaningful picture of today's work environment.

Recommendation 5

Conduct a comprehensive literature review of this topic, focusing on what organizations are producing literature and for whom it is intended. One of the directors interviewed for this research, called the merged library-IT organization structure, “the EDUCAUSE Model.” If this model is not represented in the mainstream library or higher education literature, that fact would raise a new set of questions for further research.

Summary

This thesis reported on an exploratory survey of Ohio’s independent two-year public colleges to see how many institutions were adopting a merged model of library-IT operations. All two-year public colleges in Ohio were considered for inclusion, but those libraries that functioned as a unit of the university partner on co-located campuses were excluded. One independent two-year college did not participate. This resulted in a sample population of fifteen institutions.

To measure the degree of merger, a taxonomy of merger types that had been developed by Bolin (2005) was used as the basis of a survey instrument. Based on prior reports in the literature, institutional size and faculty status were two issues of interest. An earlier study of Ohio’s two-year colleges by Abell (1984) also provided a point of reference for looking at academic status.

Results showed that approximately one third of the sample population operate in some form of merged organization. These merged structures ranged from administrative reporting to integrated operations.

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APPENDIX A

RESEARCH INVOLVING HUMAN SUBJECTS

SC# 3430ACTION OF THE WRIGHT STATE UNIVERSITY
SCREENING COMMITTEE

Assurance Number: FWA00002427

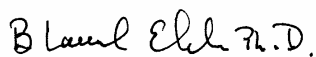
Title: 'Library - IT Mergers in Ohio's Public Two-Year Colleges'

Principal Investigator: Douglas Kaylor, PI, Student
Educational Leadership
Charles Ryan, Ph.D., Faculty

The Institutional Review Board Screening Committee Coordinator has approved an exemption with regard to the use of human subjects on this proposed project.

REMINDER: Federal regulations require prompt reporting to the IRB of any changes in research activity [changes in approved research during the approval period may not be initiated without IRB review (submission of an amendment), except where necessary to eliminate apparent immediate hazards to subjects] and prompt reporting of any serious or on-going problems, including unanticipated adverse reactions to biologicals, drugs, radioisotope labeled drugs or medical devices.

NOTE: This approval has been assigned an "SC" number in our system, which means the WSU Screening Committee concurs that this protocol is exempt under federal regulations.



Signed

Chair, WSU-IRB

Approval Date: June 20, 2007

IRB Mtg. Date: July 16, 2007

/

APPENDIX B

date

«First Name» «Last Name»

«School»

«Street»

«City», «State» «Zip»

Dear

While you may know me as library director at Sinclair Community College, I am also a graduate student at Wright State University working on my Ed.S. degree in Higher Education Administration. My thesis project is a study of Library-IT mergers in Ohio's Independent Two-Year Public Colleges. One element of this study will be a telephone interview with library directors or their designees at each institution, and I am writing to request your participation in this project.

The purpose of this study is to explore the organizational relationships that exist between libraries and IT departments in Ohio's public 2-year independent colleges. Data collected will be used to examine each participating institution's organizational structure in terms library and IT reporting relationships, the academic status of librarians and libraries, and key library and institutional characteristics such as size that may influence organizational decisions. The data gathered will be descriptive in nature, intended to provide an accurate snapshot of the institution.

The telephone interview should take approximately twenty minutes to complete. I expect most if not all participants will be able to answer the questions without any preparation or reference to additional documentation.

The findings of this project will be reported in aggregate so that information from individual institutions cannot be identified. To help preserve the confidentiality of responses, institutional and participant identities will be kept separate from the completed interview forms. Thus, risk to individual participants will be minimal. Participation in the interview implies consent. Your participation, of course, is voluntary, and you may choose to stop the interview at any time. I will be conducting interviews in the next few weeks and will call to request and schedule an time for us to talk.

The results of the study will be available upon completion of the thesis. If you have any questions, you may contact me at douglas.kaylor@sinclair.edu or 937-512-2107. You may also contact the faculty advisor for the project, Charles Ryan, Ph.D., charles.ryan@wright.edu or 937-775-3286.

Thank you for your consideration.

Douglas Kaylor

APPENDIX C

Institutional Information and Code Assignment:

1. Questionnaire Code number: _____
2. Name of institution: _____
3. Co-located campus (source OBR): Yes _____ No _____
4. FTE count (source OBR): _____
5. Carnegie Classification: _____

a. Source:

- a) <http://www.carnegiefoundation.org/classifications/index.asp?key=797>
- b) http://www.carnegiefoundation.org/dynamic/downloads/file_1_373.pdf Retrieved April 4, 2007

Category

VS2: Very small two-year	<500
S2: Small two-year	500-1,999
M2: Medium two-year	2,000-4,999
L2: Large two-year	5,000-9,999
VL2: Very large two-year	10,000+

6. Name of Interviewee: _____
7. Position of interviewee:
 - a. Director _____
 - b. Assistant/Associate Director _____
 - c. Other _____
8. Date of Interview: _____
9. Interview completed: Yes _____ No _____
10. Comments about interview: _____

Questionnaire

Institutional Code: _____

Carnegie Classification: _____

Co-located campus : _____

Note on answers: Yes and No are standard responses with the usual meanings. Other is used to indicate anything else: not applicable, don't know, will not say, etc.

Pre-interview statement to be read to each participant:

Thank you again for agreeing to participate in this telephone interview. The purpose of this study is to explore the organizational relationships that exist between libraries and IT departments in Ohio's public two-yearindependent colleges. Data collected for this study will be used to examine each participating institution's organizational structure in terms library and IT reporting relationships and explore key organizational characteristics that may influence organizational decisions. You will not be asked for information that is confidential. In the final thesis, data will be reported in aggregate and institutional data will not be identified by name. Interview responses will be kept confidential with the exception of the faculty advisor and thesis committee.

Are you still willing to be interviewed? Y N

1. If it is a co-located campus, ask the following question:

The OBR lists you as working at a co-located campus with both a university branch and a two-yearcollege operating from one campus. This study is limited to two-yearcollege libraries that operate independently of other institutions. Is the library for the community college independent of the university?

Yes _____ No _____

If yes, continue with the survey.

a. If no

a) Does the library report to the two-yearadministration?

Yes____ No ____

1. If yes, who: _____ (title)

b) Are the library staff university employees or two-yearemployees or both

1. University

2. College

3. Both

- c) Are operational decisions for two-year college made separately from those of the university Yes ____ No ____

*** If c is yes, continue with survey. If no, thank them for their time.

2. What is the library called: library, learning resources center, other?

- a. Library ____ LRC ____ Other _____
- b. Has this changed in the last three years? Yes ____ No ____
- c. Are there plans to change the name? Yes ____ No ____ Other ____
- i. If yes, to what _____

3. What is the title of the head of the library/learning resources center?

- a. Dean ____ Director ____ Other: _____
- b. Has this changed in the last three years? Yes ____ No ____
- i. If yes, did this change reflect an organizational change Yes ____
- No ____
- c. Are there plans to change the title? Yes ____ No ____ Other ____

4. Is the head of the library/learning resources center a professional librarian with a masters degree in library science? Yes ____ No ____

- a. If not, what degree? _____

5. To whom does he or she report? _____

(position, e.g., provost, CIO, etc.)

- a. Has this changed in the last three years? Yes ____ No ____
- b. Are there plans to change? Yes ____ No ____ Other ____

6. Do the professional librarians at this institution have faculty status? Yes ____ No ____

- a. Has this changed in the last three years? Yes ____ No ____

- b. Are there plans to change? Yes ____ No ____ Other ____
7. Are the professional librarians on tenure-track? Yes ____ No ____
- a. Has this changed in the last three years? Yes ____ No ____
- b. Are there plans to change? Yes ____ No ____ Other ____
8. Do the professional librarians have professorial rank? Yes ____ No ____
(*instructor, assistant professor, associate professor, professor*)
- a. Has this changed in the last three years? Yes ____ No ____
- b. Are there plans to change? Yes ____ No ____ Other ____
9. Do librarians sit on faculty committees? Yes ____ No ____
- a. Curriculum committee Yes ____ No ____
- b. Faculty senate Yes ____ No ____
- c. Other _____
10. What is the computer center called? _____
(*computer center is the department, unit, etc*)
11. What is the title of the head of the computer center? _____
12. To whom does he or she report? _____
- a. Has this changed in the last three years? Yes ____ No ____ Other ____
- b. Are there plans to change? Yes ____ No ____ Other ____
13. Is there an advisory committee for the library / learning resources program?
- Yes ____ No ____
14. If yes,
- a. How many members? _____
- b. Who of the following are members? (circle all that apply)
- Faculty from various depts.
- Students

Administrators of the college

Learning resources program staff

Other _____

c. Who chairs the committee?

i. Library director _____

ii. Faculty member _____

iii. Other _____

d. What are the functions of the advisory committee? (circle all that apply)

i. advisory (strictly)

ii. administrative planning

iii. liaison with college and community

iv. other

15. The questions in this interview tend to be descriptive in nature and assume that the library and IT organization either operate separately or in a partially or fully merged organization. Would you characterize that overall relationship as

a. Separate _____

b. Partial _____

c. Merged _____

16. If your institution places the library in a different kind of organizational structure where it is not independent or related to IT, please describe for me the reporting relationship or organizational structure of the library.